DOCUMENT RESUME

ED 285 923 UD 025 658

TITLE	CARE, Changing Attitudes Regarding Education.
INSTITUTION	Duval County Schools, Jacksonville, Fla.
PUB DATE	Jul 86
NOTE	23p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Attitude Change; Dropout Prevention; Elementary Secondary Education; Experimental Programs; Group Guidance; *High Risk Persons; Interpersonal Relationship; Intervention; *Management Teams; *Referral; School Effectiveness; School Holding Power; *Student Attitudes; Student Motivation; *Student School Relationship

ABSTRACT

Changing Attitudes Regarding Education (CARE) is a program for the elementary school level which seeks to heighten educators' awareness of student attitudes toward education that are not conducive to an ongoing learning process. The goals of the program are accomplished using a team approach. The school principal is a member of the team and appoints the other members who usually are the referring teacher, a classroom teacher, a guidance counselor and parents. This team has meetings at least every nine weeks at which it takes referrals, proposes plans of action and reviews student progress. This report outlines the guidelines for such a team and reviews the types of prevention/intervention techniques which may be proposed. The following examples of some CARE documents are included in the report: (1) a referral form to be completed by the referring person; (2) an individual reporting form to be completed by the team recorder; and (3) the CARE referral log to be completed by the team recorder. This program design may be applicable for dropout prevention programs in secondary schools. (VM)

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6-22-87

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CARE

CHANGING ATTITUDES REGARDING EDUCATION

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JULY 1986

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ACKNOWLEDGEMENTS

A special thanks is expressed to the individuals listed below who contributed to the formulation of the CARE program (Changing Attitudes Regarding Education).

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C A R E

CHANGING ATTITUDES REGARDING EDUCATION

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Though the CARE program is designed for the elementary level, the information that follows has been distributed to junior and senior high schools so that the excellent prevention and intervention strategies might be incorporated into secondary school-based dropout prevention programs where applicable.

C A R E

GUIDELINES FOR IMPLEMENTATION

This program is designed to heighten elementary educators' awareness of students developing an attitude toward education not conducive to an on-going learning process; and to intervene with such students.

These goals will be accomplished through a team whose responsibility it will be to take referrals, propose a plan of action for students referred, and review student progress.

The following guidelines identify the responsibilities, team members, and procedures for the Changing Attitudes Regarding Education (CARE) Team.

- The responsibility of the CARE Team will be to screen and monitor students referred by the classroom teacher and others.

- The principal will appoint the members of the CARE Team. The CARE Team may consist of the following members:

  1. Principal
  2. One Classroom Teacher
  3. Guidance Counselor
  4. Referring Classroom Teacher
  5. Parent(s)

- The Team may determine the individual who will serve as chairperson.

- The Team will meet a minimum of once every nine weeks to act upon new referrals and review progress of previous cases. (There will be instances where the Team will wish to meet more often during the school year due to parent requests/concerns, large number of referrals to act upon, etc.).

- The following steps are outlined as procedures for the CARE Team.

  1. Initial referral is submitted to the chairperson to be scheduled for case review.

  2. Chairperson schedules meeting of CARE Team.

  3. At the CARE Team meeting the chairperson will:

     a. Appoint a team member to serve as recorder, completing team reporting forms for that meeting date.

     b. Have the classroom teacher or appropriate person present the referral. The committee will ascertain such factors as current behavior pattern, attendance, and quality of performance. This procedure will be supplemented by discussion; a recommendation for intervention in the case; and assignment of responsibility for the intervention. Additionally, team members will be assigned cases for follow-up and will be responsible for making a progress report at a succeeding meeting.

1.

c. Review cases previously discussed, the recommendations made, and resulting progress. Some cases may be reopened for further intervention or removed if satisfactory results have been obtained.

4. Recorder completes individual reporting form.

5. Recorder completes referral log.

6. Counselor flags cumulative record. The C A R E sticker placed beside student's name on the cumulative folder will make tracking possible.

7. Counselor places copy of Individual Reporting Form in cumulative folder.

8. Interventions are initiated.

9. Teacher, parent, and counselor (when appropriate) monitor interventions modifying when necessary.

10. C A R E team meets to act upon new referrals, monitor existing/previous cases, and update individual reporting forms.

DUVAL COUNTY PUBLIC SCHOOLS

CARE

Jacksonville, Florida • Herb A. Sang, Superintendent

CHANGING ATTITUDES REGARDING EDUCATION

Referral Form
(To be completed by referring person.)

Student's name _____

Teacher _____ Grade _____

School _____

Referral date _____ Student number _____

Chronological age _____

Parent's Name(s) _____

Address _____ Zip _____

Home phone _____ Office phone _____

The above named student is being referred based on the responses to the following:

	CHARACTERISTICS	NEVER				ALWAYS
I.	Academic					
1.	The student displays a low reading ability.	1	2	3	4	5
2.	The student fails to achieve in regular school work.	1	2	3	4	5
3.	The student possesses either a low scholastic aptitude or average to high scholastic aptitude but with performance consistently below potential.	1	2	3	4	5
4.	The student's grade level placement is below average age for grade.	1	2	3	4	5
II.	School Patterns					
5.	The student displays irregular attendance/frequent tardiness.	1	2	3	4	5
6.	The student displays antagonism to faculty.	1	2	3	4	5
7.	He/she causes discipline problems.	1	2	3	4	5
8.	The student had a frequent change of schools.	1	2	3	4	5

CHARACTERISTICS	NEVER				ALWAYS
III. Social					
9. There is little acceptance of student by school staff.	1	2	3	4	5
10. The student's friends are much younger or older.	1	2	3	4	5
11. He/she has few friends.	1	2	3	4	5
12. There is a marked difference in student from schoolmates in: a. size ____ b. interests ____ c. physique ____ d. social class ____ e. nationality ____ f. dress ____ g. personality development ____	1	2	3	4	5
13. The student does not participate in extra-curricular activities.	1	2	3	4	5
14. The student has a record of delinquency.	1	2	3	4	5
IV. Family					
15. The student is not able to compete with, or is ashamed of, brothers and sisters.	1	2	3	4	5
16. The student has an unhappy/unstable family situation.	1	2	3	4	5
17. The parents of the student did NOT graduate from high school.	1	2	3	4	5
18. The student has a low socio-economic status.	1	2	3	4	5
19. The family has an inability to afford the normal expenditures of schoolmates.	1	2	3	4	5
V. Health					
20. The student has a serious emotional or physical handicap.	1	2	3	4	5
21. The student has or has had chronic illness.	1	2	3	4	5

INDIVIDUAL REPORTING FORM (To be completed by C A R E Team recorder.)

Student Name _____ Grade _____

Teacher _____ School _____

Date Initiated	Interventions	Results	Recommendations

C A R E

R E F E R R A L L O G

SCHOOL _____

(To be completed by C A R E Team recorder.)

STUDENT NAME	I.D. NUMBER	REFERRED DATE	REFERRED BY	INTERVENTION	OUTCOME	RECOMMENDATION
						13
12						

C A R E
INTERVENTION STRATEGIES

Project C A R E

Students referred to the C A R E Team become members of a special group - Project C A R E.

The purpose of this group is to help students care about education and make them aware that educators care about them.

Project C A R E will be implemented in each school according to guidelines established by the C A R E Team in that school.

The following however, are ideas to be considered in putting Project C A R E into action with identified students.

- Students of similar age groups meet once a month to decide on and carry out a project to show that they care about their school/education/teachers.
- Interested teachers, from any grade level, would volunteer to meet with students one month and coordinate a project.
- Students write and put on a C A R E skit for individual classes or the whole school.
- Students write C A R E thoughts and read one every week over the intercom.
- Students welcome new students and take them on a tour of the schools.

C A R E buttons, identifying students involved in the project, would be effective in instilling pride.

In addition to Project C A R E, intervention strategy ideas have been developed to assist the team in determining appropriate action to take to work with students referred to the team. These follow.

Academic Concerns

If a student is having difficulty in academic areas the following interventions are suggested:

1. Assistance to the student through an appropriate referral:
   a. Homework Assistance Program
   b. Volunteer tutor
   c. Peer Tutoring
   d. Primary Resource Teacher
   e. Homework Hotline
   f. Chapter I
   g. Child Study Team
   h. E.C.D.P. and C.D.P.
2. Counseling groups relative to work/study skills.
3. Behaviorial contracts with student and teacher to improve specific daily work/study habits.
4. Parent workshops to teach ways to assist the child. "Make and Take" workshops can provide them with materials.
5. Selective class scheduling.

Family Concerns

When students have family concerns which are affecting school success, these interventions are suggested:

1. Where family changes occur due to divorce/forming of step-family or death of family member, try the following:

   a. Individual and/or group counseling for student (e.g. Grief Program).

   b. Referral information for parent (e.g. Family Counseling Services, Homemaker Services, Child Guidance).

   c. Parent education groups for parents with similar concerns (e.g. Helping My Child Cope With Divorce).

2. Where there are parent concerns which affect a child such as chronic or serious illness of parent, unemployment, substance abuse, etc., the following alternatives may be selected as appropriate:

   a. Individual counseling for student.

   b. Referral to school social worker.

   c. Referral information for parent.

   d. Referral to H.R.S. as appropriate.

3. Where there is suspected abuse or neglect, make referral to H.R.S.

4. When you feel that there may be family concerns, but you are uncertain of what the needs are, request assistance from the school social worker. He/she can assess needs and offer help with possible resources.

5. Students who change schools frequently because of family moves may be helped through these interventions:

   a. Assignment of "big brother"/"big sister" to be a friend to the new student and to help with adjustment to the new school enrivonment.

   b. Formation of a special plan which includes the following:

      1) Early contact by appropriate staff members (counselor, principal, etc.) when student comes to the school and frequent follow-up in the first weeks, so that the student settles into the new school setting with less stress.

      2) A specific plan for contacting the next school when the student leaves your school. This is especially important where the student may have needs which require follow-up(e.g. Child Study Team, academic difficulties, referral to outside agencies).

6. Frequent tardiness or absence due to family situation (e.g. "we overslept," "I took him/her shopping," etc.) may need just a parent conference explaining the need for attendance. Utilize school social worker, attendance officer or other referral resources when appropriate.

Health Concerns

If a student has a health concern which appears to be affecting his/her school success, the following alternatives are suggested:

1. Utilize the services of the school nurse and/or the school social worker to determine the nature of an uncertain health concern and to assist parents in securing needed assistance.

2. Where cleanliness/hygiene is a concern, the following strategies are possible:

   a. Counseling with the student.

   b. Conference with the parents.

   c. Referral to school nurse or school social worker.

   d. Referral to H.R.S., when appropriate.

3. If a student is experiencing a chronic illness which is affecting school success, these interventions may help:

   a. Conference with the parent(s) so that school personnel can better understand the nature of the illness, its limitations, and special needs of the student.

   b. Individual counseling with the student to help him or her deal with the illness and its effects.

   c. Counseling groups for students experiencing chronic health concerns (e.g. diabetes, asthma, epilepsy, hypoclycemia, digestive disorders, etc.).

   d. Assistance to parents in securing help through Hospital/Homebound Program, when appropriate.

   e. Provision of information about the nature of the illness and needs of the student for all school staff who work with her/him.

4. When the student has a physically or emotionally handicapping condition, some suggested interventions include the following:

   a. Referral through the Child Study team where appropriate.

   b. Referral to other agencies as needed (e.g. University Hospital, Hope Haven, Child Guidance, etc.).

   c. Individual or group counseling.

   d. Request for "Kids on the Block" presentation for students in your school (from FDLRS).

Interpersonal Relationship Concerns

Interventions to use if the problems are with the peer group:

1. Classroom guidance sessions to help build interpersonal skills.

2. Individual and/or group counseling to improve interpersonal skills.

3. Involvement of the student referred as a "buddy" for a younger student who needs a friend.

4. If the student is overage for his/her grade, placement with age appropriate group for P.E. or other activities.

5. Assistance to the student in identifying and developing an interest/ability that would be a basis for positive interaction with peers (e.g. a hobby, sports, club participation, school scouting, music or art).

6. Development of behavioral contracts with the student to assist him/her in changing a specific behavior which negatively affects interpersonal relations (e.g. bullying, fighting, teasing, etc.).

7. Referral to outside agencies when appropriate (e.g. Child Guidance).

8. Parent conference to plan cooperative efforts to provide opportunities for positive interaction (e.g. sports, scouting, etc.).

9. For a student who is rejected by peers or becomes the "scapegoat" for the class the following strategies are suggested.

   a. Consult with staff members who work with the student to make them aware of the situation. Plan with them about ways to handle "tattling," "teasing," etc. in ways that will protect the self image of the student.

   b. Provide classroom guidance sessions to promote acceptance of individual differences and a cooperative classroom spirit.

   c. Individual counseling to assist the student in developing friendships and finding a way to "belong" in the group.

   d. Strategies to use if the problems are with school staff:

      1) Consultation with the adults who work with the student to plan strategies to change the cycle of negative interactions.

      2) Workshop(s) with school staff to assist in improving relationships with these identified children. Areas such as these should be included: communication skills, improving self-concept and positive discipline approaches.

C A R E
PREVENTION TECHNIQUES

In an effort to develop an overall positive attitude within a school and possibly prevent the need for individual intervention, schools and classroom teachers may want to consider these ideas.

Recognition

-Student of the Week
A classroom recognition of a student each week who has shown achievement or improvement that week. Student would be given a badge, special privileges, or the like.

-Attendance Awards
Presented at grading period award's assembly for perfect attendance.

-On-Time Awards
These would be presented after each grading period for students with no tardies.

-Honor Roll
Certificates given at a student assembly. Students who receive them could take turns saying the pledge over the loudspeaker. A party could be held once a marking period for these students. Letters of congratulations sent home to parents praising their support signed by principal and teacher.

-Improving Students
Certificates given at a student assembly for those students who have improved academically. Letters of congratulations to parents praising improvement of their student.

-Standardized Test Improvement
Schoolwide recognition of students who improved from the year prior on standardized test scores.

-Birthday Celebrations
One afternoon each month for about 60 minutes, all the students who have birthdays that month meet for cake, punch, birthday stickers, movie, or special time outside for some organized games or free play. May need to split K-2 and 3-5.

-Super Kid
Individual students chosen weekly by classroom and resource teachers for outstanding or improving behavior or achievement in the areas of academics, behavior, and human support. Badges, parent letters, certificates and pictures posted on school bulletin boards are some ways of recognition.

-Display Student Work
Display a variety of student work in areas such as math, language arts, science, art, etc. so that all students feel they have an opportunity to have their work selected.

-Job Chart
Posted in the classroom, this gives students a chance to have their name displayed in a positive way.

-Happy Grams
Notes home to reinforce positive accomplishments and attitudes.

-Special Tributes
Visit the home of a student, plan a special activity.

School Pride

-Student Helper
Assign a student as a "helper" to principal, TIS, counselor, PRT, etc. for ongoing opportunity for positive contact, frequent talks, and development of pride in accomplishments.

-Garden Club
Students selected on a weekly or bi-monthly basis to perform maintenance of school gardens (i.e. watering, weeding) under adult supervision.

-School Beautification Bunch
Assigned students identified by badges or armbands patrol the grounds on a daily basis (and with adult supervision) to keep the school litter free.

-Cafeteria Clean-Up Squad
Assigned students identified by armband or badge wash tables, pick up trash and/or sweep floors in the cafeteria (with adult supervision) for 15 minutes daily.

-Flags
Classrooms could take turns being responsible for putting up and taking down the school flag.

-Color Day
All students wear school colors one day a week or a month. Patrols or PTA sell badges with school name and logo on it as a fundraiser to be worn on this day.

-Birdfeeders
Donated by PTA and placed on school campus, classes or individual students could take turns being responsible for filling it.

-Opening Exercises
Each classroom takes a turn being responsible for the opening on a weekly basis. Opening may include the pledge of allegiance, patriotic song, announcements, and thought for the day.

-Bulletin Board Crew
Group of students develop and/or change bulletin boards.

Classroom Ideas

-Career Awareness Center
A center set up in the classroom or media center to introduce students to jobs that will be available to them with a high school education. It may include task cards, newspapers, applications, etc. Invite speakers to talk to classes. Invite dropouts to talk with classes.

-Role Playing
Dramatization experiences with cause and effect situations or other problem solving situations are role played by students to give the teacher the opportunity to focus attention on individual students.

-Student Choice
Provide opportunities within the classroom for students to select activity centers according to their individual interests.

-Attendance
Students punch in and punch out on their own attendance card so they can see how well they are doing coming to school.

-Contracts
(Behavior and Academic) Written agreement between student and teacher with specific expectations of both parties involved.

-Behavior Modification
Positive reinforcement set up to recognize outstanding and improving students.

Peer Involvement

-Student Input
Allow students to give suggestions concerning schedules, rules, etc.

-Cross-Age Tutoring
Older students or same-aged students providing tutoring in academic or non-academic areas.

-Big Brother/Big Sister
Older or same-aged student assigned to be a friend to an individual student to help with adjustment to a new school or to give the student someone to talk to.

-Greeter
Students in grades 2-5 trained to help welcome and orient new students.

Parent/Community Involvement

- Business and Industry
  Invite business persons to speak with students relating school to the world of work.
  Arrange field trips to various businesses.
  Invite parents to speak to students about their careers.

-Open House for a Day
  Invite parents to come to school to observe and help within the classroom for a day.
  Have frequent parent conferences.
  Focus on areas outside of academics to help the student feel successful. Gear instruction for functional level of success.

-Parent Volunteers
  Invite parents to tutor or spend time with students on an individual and regular basis.

-Personal Invitiations
  Contact parents frequently encouraging participation in school activities.

-Parent Workshops
  Hold workshops for parents:
  1. To acquaint them with the Calendar of Skills distributed at Open House.
  2. To help them become familiar with the standardized test and how to help their children prepare for them.
  3. To encourage them to find opportunities to positively interact with their children.

Faculty Interaction

-Teachers as Counselors
  Individual students are assigned to a teacher who expresses an interest in working with that particular student. The teacher spends some special time on a weekly or daily basis (to be determined by teacher) looking over the week's work, talking with the student, having the student help with other students, or running errands.

-Clubs
  A small group or club meets with the counselor or various other faculty members on a regular basis to help students make friends with students and faculty members.

-Principal's Pals
  Call one student's parent each day to share something positive about his/her school achievement or behavior.

-Positive Approach
  Encourage adults who work with students to find opportunities for positive interaction. Principal, TIS, paraprofessionals, teacher, counselor, librarian, custodial staff should all be included. Examples- have lunch with students; ask student to serve as helper; invite student to visit when not in trouble; sponsor an activity group.

-Group Counseling
Counselor holds group sessions on "How to Communicate with Adults".

-Faculty Workshop
Teach faculty good communication skills that will let the student know through words and action that he/she is genuinely liked and valued.

-Teacher/Parent Contacts
Encourage faculty to contact parents with positive reports so that the student understands that the school staff want to encourage him.